DOCUMENT RESUME

ED 257 269 EC 172 596

AUTHOR Quinones, Wm. A.
TITLE A Model Vocational Evaluation Center in a Public School System.
PUB DATE Apr 85
NOTE 17p.; Paper presented at the Annual Convention of the Council for Exceptional Children (63rd, Anaheim, CA, April 15-19, 1985).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Disabilities; Job Skills; Models; Public Education; Secondary Education; Situational Tests; Vocational Adjustment; *Vocational Evaluation; *Work Sample Tests

ABSTRACT

A model public school vocational evaluation center for handicapped students is described. The model's battery of work samples and tests of vocational aptitudes, personal and social adjustment, physical capacities, and work habits are listed. In addition, observation of such work behaviors as remembering instructions, correcting errors, reacting to frustration and seeking help is noted. The model's time structure is described, allowing time for testing labs with job-specific and non-job-specific work samples and for work-adjustment testing. The completion of the evaluation results in placement recommendations as well as documentation of the student's vocational strengths and weaknesses. (CL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED257269

A Model Vocational Evaluation Center in a Public School System

Wm. A. Quinones, Ph.D.

Dallas Independent School District

Dr. Bill Quinones
Vocational Evaluation
Center--Dallas ISD
P.O. Box 190816
Dallas, Tx 75219
214-826-0250

EC 172576

Running Head: Model Center

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Wm A. Quinones
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Paper presented at the Annual Convention

of the

Council for Exceptional Children

(63rd, Anaheim, CA, April 15-19, 1985)

BEST COPY AVAILABLE

Abstract

Vocational assessment of the handicapped is a concept which appears to be becoming a part of the program planning process for the special student. A model public school vocational evaluation center will be discussed which could serve as a guide for those interested in establishing a comprehenisve vocational assessment center. Assessment tools will be discussed as well as a brief discussion of the face validity of some of these tools. The importance of a comprehensive vocational evaluation is emphasized. The comprehensive vocational assessment provides more valid data for use in the educational planning process for special needs students.

BEST COPY AVAILABLE

A Model Vocational Evaluation Center in a Public School System

Vocational programs for the handicapped had its earliest beginnings in programs developed for the physically disabled or mentally retarded persons. Because of current legislation requiring provisions of services for the handicapped in the public schools some of these programs, such as Work Activity Centers and sheltered workshops, have become a part of a new continuum of services provided for handicapped persons in the public schools. A brief review of current legislation, such as Public Law 94-142, and its effect on vocational programming for the handicapped can be found in Sitlington (1976). Placement of students in these and other programs presented the need for a means of evaluating vocational potential.

Overview of Vocational Evaluation

Vocational evaluation tools have developed from the early stages of non-standardized work samples and tests to standardized tests, with normative data, to evaluation systems such as the Valpar Work Sample Component Series, the JEVS Work Sample evaluation system, and the VIEWS--Vocational Information and Evaluation Work Samples. These evaluation systems consist of basically different work

units, except for the JEVS and VIEWS systems which have some similar work samples.

According to Brolin (1976) work samples can be defined in two ways: 1) as a simulated work task which is not related to any specific job and 2) as a model which is similar to jobs which exist in industry or business.

Within the last two decades significant research has been done to discover factors which correlate with vocational success. Cobb (1972) gives a comprehensive overview of this development. Work evaluation systems have attempted to provide test batteries to predict vocational success at various levels of independent vocational functioning: day training center programs, work activity center programs, sheltered work programs, and competitive employment (McCarron & Dial, 1975; McDonald, 1963). The 1975 McCarron and Dial report grouped success factors into four major areas: 1) verbal-cognitive, 2) perceptual-motor, 3) fine and gross motor coordination, and 4) social and emotional. A later report added a fifth area related to personal and social adjustment (McCarron & Dial, 1976).

Description of the Evaluation Center Model

In the development of this model the author found four critical areas which could be measured with reasonable face

validity. These include vocational aptitudes (U. S. Department of Labor, 1965), personal and social adjustment, physical capacities, and worker traits and work habits. Initially, an attempt was made to measure these factors by administering as many work samples as possible from commercially available work samples and tests, locally developed work samples, and work samples from three commercial evaluation systems. These systems were the VIEWS and the JEVS, developed by the Jewish Employment and Vocational Service, and the Valpar Work Sample Component Series. It was found that many of the work samples appeared to be measuring the same factors. Alcorn and Nicholson developed a core battery of tests to assist in vocational assessment and vocational planning (1975). In this model, also, a core battery of tests were selected which appeared to measure, or at least give an indication of development in areas of vocational aptitudes, personal and social adjustment, physical capacities, and work habits. The battery included the following work samples and tests which appear to measure factors defined as vocational aptitudes in the Dictionary of Occupational Titles:

1. Bennett Hand-Tool Dexterity Test (Bennett, 1965) to

measure hand tool use and manual dexterity

2. Crawford Small Parts Dexterity Test (Crawford & Crawford, 1956) to measure small tool use and finger dexterity
3. Purdue Pegboard (Tiffin, 1968) to measure finger dexterity and arm and hand motor coordination
4. Size Discrimination (Valpar, 1974) to measure form perception
5. Independent Problem Solving (Valpar, 1974) to measure form perception and spatial relationships
6. Multi-Level Sorting (Valpar, 1974) to measure color discrimination and form perception
7. Simulated Assembly (Valpar, 1974) to measure manual dexterity and motor coordination
8. Whole Body Range of Motion (Valpar, 1974) to assess general physical capacity for reaching, bending, and kneeling
9. Integrated Peer Performance (Valpar, 1977) to assess the ability to work in a group situation
10. Collating Leather--JEVS (1973) to assess color discrimination
11. Union Assembly--JEVS (1973) to assess spatial relationships
12. Eye-Hand-Foot Coordination (Valpar, 1974)

13. Street Survival Skills Questionnaire--SSSQ (Common Market Press, 1979) to assess knowledge of concepts of daily living skills
14. AAMD-Becker Reading Free Vocational Interest Inventory (Becker, 1975) or the Wide Range Interest--Opinion Test--WRIOT (Jastak & Jastak, 1979) to assess possible vocational interest areas
15. Incomplete Sentences Blank--High School Form (Rotter & Rafferty, 1950) to assess writing and expressive writing skills
16. Work Values Inventory (Super, 1970) to assess possible work values.

In addition to observing general and specific dexterity, coordination, and related cognitive and perceptual skills, the individual's work behaviors are observed throughout the administration of the various work samples and tests. Work behaviors such as those from the San Francisco Vocational Competency Scale have been found to be consistent correlates with vocational success among the handicapped (Cobb, 1972; Levine & Elzey, 1968). Some of the work behaviors include the following:

Initiating task

Remembering instructions

Following verbal instructions

Work improvement with experience

Following safety instructions

Correcting errors

Seeking help

Response to changes in routine

Reaction to frustration

Reaction to absence of supervision (Psychological Corporation, 1968, 1-3).

Vocational evaluation is one part of the total appraisal and planning process for the individual. Other components include a comprehensive educational assessment, psychological evaluation, medical evaluation, records of performance in vocational programs, and work history (Brolin, 1976). After the vocational evaluation some type of follow-up is needed to verify evaluation findings.

A comprehensive vocational evaluation is vital for an in-depth examination of a student's vocational strengths and weaknesses. As Stodden and Ianacone indicate, the evaluation model should be developmental and that results should provide data to justify specific recommendations for the student's educational and vocational development (1981). The evaluation may also assist the referring staff,

such as the home school appraisal team, in planning the most appropriate vocational placement for that student.

Time Structure for the Model Center

In this model students spend a half day for two to three weeks (approximately thirty to forty-five hours) in assessment. An individual evaluation plan is developed for each student. Included in the evaluation plan are all of the work samples and tests to be administered to the student during the assessment. As indicated above, work samples include those from the Valpar system, the JEVS system, the VIEWS system, and other tests both normed and locally developed. The individual plan usually includes the core battery as well as additional work samples and tests.

After orientation to the facility and the purpose of the assessment, the student spends approximately two-thirds of his/her assessment time with the evaluator who serves as the student's case manager. In two testing labs the student is administered both job-specific and non-job specific work samples. Among the non-job-specific work samples are the Crawford Small Parts Dexterity Test, the Bennett Hand-Tool Dexterity Test, and the Purdue Pegboard. Non-job-specific work sample units from standardized work sample systems include

those from the core battery: Simulated Assembly, Multi-Level Sorting, Independent Problem Solving, Union Assembly, Collating Leather, Size Discrimination, Whole Body Range of Motion , and Eye-Hand-Foot Coordination.

Job-specific work samples are also administered by the vocational evaluator. Among these are Clerical Comprehension and Aptitude (Valpar, 1974), Small Tools (Valpar, 1974), Drafting (Valpar, 1977), a small engine work sample, a sewing machine work sample, and an upholstery work sample.

Approximately a third of the student's time is spent in a third lab with a diagnostic teacher, or evaluator technician. During this time his/her work adjustment behaviors are observed. This includes an assessment of basic prevocational skills and attitudes which are related to the social competencies necessary for work. These competencies include concepts of daily living skills such as personal domestic management, money handling, and knowledge of community services available. The Street Survival Skills Questionnaire is one of the tools used to assess this area. Other tools include informal tests such as linear and liquid measurements and functional sign identification. The ability to work in a group situation is possible to

observe through the administration of Integrated Peer Performance. This work sample requires four to five students sitting around a motorized table to complete specifically assigned parts of an assembly. The successful completion of the task is dependent upon the efforts of the entire group.

Completion of the Evaluation

Upon completion of the vocational evaluation the student returns to his/her home school. Placement recommendations, as well as documentation of the student's vocational strengths and weaknesses, are contained in the Vocational Evaluation Report. These reports are sent to the home school and the appropriate appraisal or review committee. Vocational recommendations may include several alternatives depending upon programs available within the district. These programs may include sheltered workshops, work activity center, vocational education of the handicapped units, regular vocational classes, or on-the-job training programs. Regardless of the recommendations, for most students vocational evaluation will have served as a valuable vocational exploration tool.

Summary

Vocational evaluation is an on-going process. However,

a comprehensive assessment can determine current vocational strengths and weaknesses. Research (Cobb, 1972) has demonstrated that predictive test batteries do not have validitty except in their own research methodology. Thus, the developmental model of outlining current vocational strengths and weaknesses and making recommendations for further development or remediation appears to be a critical role of vocational evaluation.

By examining a student's vocational strengths and weaknesses, vocational interests, and job readiness a comprehensive vocational evaluation center can serve as an integral part of the educational and vocational planning process for the special needs student.

References

Alcorn, C. & Nicholson, C. A vocational assessment battery for the educable mentally retarded and low literate. Education and Training of the Mentally Retarded, 10, 1975, 78-83.

Becker, R. L. Aamd-becker reading-free vocational interest inventory. Washington, D.C.: American Association on Mental Deficiency, 1975.

Bennett, G. K. Manual of directions bennett hand-tool dexterity test. New York: Psychological Corporation, 1965.

Brolin, D. E. Vocational preparation of retarded citizens. Columbus, Ohio: Charles E. Merrill Publishing Company, 1976.

Cobb, H. V. The forecast of fulfillment--a review of research on predictive assessment of the adult retarded for social and vocational adjustment. New York: Teachers College Press, 1972.

Jastak, J. F. & Jastak, S. Wide range interest--opinion test. Wilmington, Delaware: Jastak Associates, Inc., 1979.

Knapp, R. R. & Knapp, L. California occupational preference inventory. San Diego, California: Education & Industrial Testing Service, 1974.

Linkenhoker, D. & McCarron, L. Adaptive behavior: the street survival skills questionnaire. Dallas, Texas:

Common Market Press, 1979.

McCarron, L. & Dial, J. G. Evaluation of the mentally disabled: a systematic approach. Dallas, Texas: McCarron & Dial, 1975.

McCarron, L. & Dial, J. G. M.d.w.e.s. mccarron-dial work evaluation system. Dallas, Texas: Common Market Press, 1976

MacDonald Training Center. Predicting vocational capacity of retarded young adults. Tampa, Florida: MacDonald Training Center, 1963.

Levine, S. & Elzey, F. San francisco vocational competency scale manual. New York: Psychological Corporation, 1968.

Psychological Corporation. San francisco vocational competency scale. New York: Psychological Corporation, 1968.

Rotter, J. B. & Rafferty, J. E. The rotter incomplete sentences blank. New York: Psychological Corporation, 1950.

Sitlington, P. Vocational and special education in career programming for the mildly adolescent handicapped. Exceptional Children, 47, 1981, 592-598.

Stodden, R. & Ianacone, R. Career/vocational assessment of the special needs individual: a conceptual model. Exceptional Children, 47, 1981, 600-608.

Super, D. E. Work values inventory. Boston: Houghton Mifflin Co., 1970.

Texas Education Agency. Vocational assessment of the handicapped. Austin: Texas Education Agency, 1980.

U. S. Department of Labor. Dictionary of occupational titles, volume ii, (3rd edition). Washington, D.C.: U. S. Government Printing Office, 1965.

Valpar Corporation. Work sample component series 1-11. Tucson, Arizona: Valpar Corporation, 1974.

Valpar Corporation. Work sample component series 14, 16. Tucson, Arizona: Valpar Corporation, 1977.

Vocational Research Institute. Jevs work sample evaluator's handbook. Philadelphia, Pennsylvania: Jewish Employment and Vocational Service, 1977.

Vocational Research Institute. Views evaluator's handbook. Philadelphia, Pennsylvania: Jewish Employment and Vocational Service, 1977.